LANGUAGE GAMES

MYRA KING

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LANGUAGE GAMES

A METHOD OF USING PLAY FOR ESTABLISHING CORRECT HABITS OF SPEECH, IN PRIMARY GRADES

BY

MYRA KING

LOS ANGELES, CAL.

INTRODUCTION BY

M. C. BETTINGER

ASSISTANT SUPERINTENDENT OF SCHOOLS

LOS ANGELES, CAL.

EDUCATIONAL PUBLISHING COMPANY

BOSTON

NEW YORK CHICAGO SAN FRANCISCO

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INTRODUCTION

When the mother and other members of the family circle first attempt to teach the baby to talk they approach him playfully, and common intuition tells us that their efforts would not succeed if they did not employ playful methods. These are the child's first language lessons. The next come when he first ventures forth to the street and play-ground. Some astonishing things happen then in the way of language acquisition — all kinds of language. Anxious parents and ambitious teachers wonder why the language of the play-ground is taken with so much greater avidity than that of the school class-room or the family circle. The explanation is simple. Play is the magic power.

Nearly all growth in language power, whether with adults or with children, comes when the interest is very high. Hardly any gain is ever made through didactic teaching. With children high interest means almost altogether play interest. When children go into their play activities they put into them the utmost initiative, originality and interest of which they are capable. That throws them wide open — mind-open and heart-open — and ready to receive. The language that they hear goes right home, finds lodgment and comes out again right away as their language. If we could analyze exhaustively the language content of the mind of a ten-year-old boy we would find little there that was not put there by play interest. If parents and teachers are to hold their own in their efforts at language teaching, in competition with the play-ground, they must take their cue from the play-ground. That is what this little book has done. The method indicated in it succeeds; and it is the only method that I have ever known to meet with any degree of success in this field.

M. C. BETTINGER,
Assistant Superintendent of Schools,
Los Angeles, Cal.

EXPLANATORY

These games are for use in the First, Second and Third Grades, and may be profitably used in some Fourth Grades.

They are not intended to take the place of regular language work but rather to supplement that work with much pleasant and practical repetition, thus giving the necessary drill in the usage of correct forms of speech without making that drill irksome.

For this reason the attention of the children should be directed wholly to the fun in playing the game — they should think of it only as a game, not as language work.

The teacher should insist on the correct form only because the game is played that way.

The games are so planned that every child in the room may have an active interest in every part of the game, so that each one is interestedly attentive to all that is said and done.

A blank page is left at the end of each game. In these the teacher will find it helpful to note any variations in the games which she may find especially applicable to her own class, locality or other conditions.

The best results will be obtained if the games are used as a reward for some other work well done or as a means of recreation.

MYRA KING

Los Angeles, Cal.

It is I.
It is not I.

Children lay heads on desks and close eyes.

Teacher, "Now we'll have a little picnic at the beach. Where shall we go?" Children answer, "Long Beach," "Santa Monica" and other places.

Teacher decides among places named.

Teacher, "What do we always take to a picnic?" Children, "Lunch."

Teacher, "Very well, we'll get the lunch ready and we'll try to get things that everybody likes."

Teacher, "Who is it that likes sandwiches?" Children answer in concert, those who like them saying, "It is I" and those who do not "It is not I."

Teacher then asks about other things; as apples, salad, cake, etc., and is answered in the same way.

In this way the lunch is prepared.

Teacher, "Now we are all ready; here come the cars; now we're all aboard; here we go; here we are at the beach, etc."

Then the lunch may be eaten as it was put up.

Teacher, "Who is it that wants some chicken?" Children answer as before.

Teacher, "Now it is time to go home; I see the car coming; how fast we go; here we are at home, etc. Everybody sit up and get ready to get off."

NOTES

I shall.
We shall.

John stands in front of room and is the engine. Several children stand behind him, holding to each other's clothes, and are the cars.

Engine, "I am the big engine and I shall go puff, puff, puff, up this hill." Cars, "We are the cars and we shall go up this hill too."

Engine, "I am the big engine and I shall go puff, puff, puff, round this corner." Cars. "We are the cars and we shall go round this corner too."

All this time the train is moving and may go "through the tunnel"; "along the beach"; "across the river"; "through the woods"; "through the city"; "across the bridge" and many other places of which the "Engine" will think.

When the game has continued long enough the teacher says, "Now the train has almost reached the depot."

Then the engine says, "I am the big engine and I shall go puff, puff, puff into the depot." Cars, "We are the cars and we shall go into the depot too."

Here the train breaks up.

NOTES

I shall.
We shall.

One little girl comes forward and is the Mother Hen.

Several others come forward and are the chickens.

Mother Hen says, "Cluck, cluck, I shall go over this fence."

The chickens say, "Chirp, chirp, we shall go with you."

Mother Hen, "Cluck, cluck, I shall go into the barn-yard."

Chickens say, "Chirp, chirp, we shall go with you."

Mother Hen must be a little girl who can readily think of new things to do.

Every time Mother Hen says she is going somewhere she scratches with her feet and walks a little way as if she were looking for food. The chickens keep close beside her and do as she does.

When the teacher wishes the game to stop she sends some of the children who are seated to drive the chickens home. They are very glad to do this and in a minute have them all seated.

NOTES

For John and me.

Mary stands in front of room and is Mother Mouse.
Jane hides behind teacher's desk and is the cat.
The other children are the little mice.

Teacher points to Ben. Ben gets John. Together they go to Mother Mouse and say, "Have you some cheese for John and me?" Mother Mouse says, "Yes," and indicates the place where it may be found; as, "You will find it down by Annie's desk." Ben and John go to Annie's desk and look for the cheese.

Teacher then points to another child, Ned. Ned gets Harry and together they go to Mother Mouse and say, "Have you any cake for Harry and me?" Mother Mouse sends them to look for the cake.

The game continues in this way till the teacher wishes to close it, when she gives a signal to the cat, who springs out and catches all the mice she can before they can get to their seats.

NOTES

It is I.	It is she.
It is we.	It is not he.
It is he.	It is not she.

Mary hides her face in corner. Teacher motions to a number of children who come and stand around Mary. Some one of the children touches Mary.

Mary asks, "Who is it?" The children around her answer in concert, "It is we."

Mary is then to judge by the voices and guess the name of one of the children.

If she guesses correctly the children at their seats say, "It is he," or "It is she."

If she guesses incorrectly the children at seats say, in concert, "It is not he," or "It is not she."

Whenever Mary makes a correct guess the child named takes his seat and another quietly takes his place.

Mary repeats the question, "Who is it?" and the group around her answer as before, "It is we."

If she fails to recognize any voice, the children may repeat, "It is we," several times.

When only one child remains he answers, "It is I."

NOTES

I haven't any pencil, to correct (I hain't got no pencil).

Mary goes into hall. John stands near door with teacher's bell.

Jane comes forward, takes teacher's pencil and gives it to Harry, who puts it where it can not be seen, and then takes her seat.

All the children are very careful to look straight ahead and not betray by their glances where the pencil is hidden.

John taps bell.

Mary comes in, stands before class and says, "Who has the pencil?" All the children answer at the same time, Harry saying, "I have the pencil," while the others are saying, "I haven't any pencil."

Mary is to guess who has the pencil either by watching the lips or by detecting the one voice that is saying, "I have the pencil," among the many that are saying, "I haven't any pencil."

Mary may have five chances, that is, she may ask the question five times, be answered five times and so guess five times.

If then she has not guessed correctly, she is seated and another takes her place.

If she has guessed correctly she may go outside, the pencil be hidden and the game played again.

NOTES

either or
neither nor

Mary leaves room.

John stands near door with teacher's bell.

Jane comes forward and makes some noticeable change in some article in room. She may turn a little table upside down, or set a vase of flowers on the floor, and then be seated.

John taps the bell.

Mary comes in and stands before class.

Children say, "Who turned the table upside down?" or "Who set the flowers on the floor?" Mary answers in this way, "It was either Tom or Harry." If she has guessed correctly the one who did it says, "It was I." If she has guessed incorrectly, the children answer in concert, "It was neither Tom nor Harry."

Mary then guesses again; as, "It was either Jane or Ruth," and is answered as before.

Mary may have five guesses, when, if she has not guessed correctly she takes her seat and the game is played again.

NOTES

I shall go. If I were you.
I should go. If you were I.
I should not go.
Where should you go?

Mary leaves room. John stands near door with teacher's bell. Jane hides something, as teacher's pitch-pipe, and takes her seat.

John taps bell.

Mary comes in and asks, "If you were I where should you go?" Class answer in concert, "I should go to the *right* place if I were you."

Mary then names the place where she thinks the article is hidden; as, "I shall go to Miss Brown's desk."

If the article is hidden on Miss Brown's desk, the children say, "I *should* go there if I were you," and Mary goes and gets it.

If it is not on Miss Brown's desk, the children say, "I should not go *there* if I were you," and Mary repeats her question, "Where *should* you go if you were I?" She is answered as before, "I should go to the *right* place if I were you."

She then names another place where she thinks it may be; as, "I shall go to that flower pot," and so on till the article is found.

NOTES

Whom have you chosen?
He and I.
She and I.

Mary leaves room. John stands near door with teacher's bell. Harry comes forward and chooses some child, speaking his name that the class may know who is chosen.

John taps bell.

Mary comes in and says to Harry, "Whom have you chosen?" Harry answers by making some statement about the one chosen and himself; as, "He and I live in Los Angeles"; "He and I are in the same class." "He and I brought our lunch"; or "He and I wear the same kind of hat."

The child who makes these answers will enjoy making them so general that they will give little clue as to the one chosen. Mary may have five chances. She may ask the question five times, be answered five times and have five guesses. If none of these guesses have been correct, she takes her seat and another goes outside and the game is played again. If Mary guesses correctly she may leave room and try again.

NOTES

Whom did you hear?
It was they.
It was not they.

Mary stands in front of room with her back to class and her eyes closed. Teacher motions to two children who walk around room and back to their seats.

Class then asks, "Whom did you hear?" Mary answers in this way, "I heard Ruth and Helen."

If she has guessed correctly, class answers, "It was they;" if incorrectly, "It was not they." Mary gets no credit for naming *one* correctly, she must name them *both*.

Then two more children walk around room.

Class asks, "Whom did you hear?" and Mary guesses again.

Mary may continue guessing as long as she guesses correctly, and may have three chances if she guesses incorrectly — if she fails three times some one else takes her place.

NOTES

I am he.
I am not he.
I am she.
I am not she.

John comes forward and stands before class. Children are given a minute in which to prepare a question each.

Then, beginning with first child in first row, each child asks John a question to which he must answer, "I am he," or "I am not he."

The questions must all have the same form: as, "Who is the boy that wears a blue waist?" "Who is the boy that knows his spelling?" "Who is the boy that sits in the front seat?"

The children will soon be very ready with their questions.

If John answers, "I am he" when he should say, "I am not he," or the reverse, he is "caught" and another takes his place. The fun is in seeing how long it takes to catch John.

NOTES

came
I saw.

Mary comes forward and stands before class. Children are given a minute in which to remember what they saw as they *came* to school this morning.

Mary then asks, "What did you see as you came to school this morning?" They answer in concert, each naming the thing he saw; as, "I saw trees as I came to school this morning;" "I saw houses as I came to school this morning;" "I saw street-cars as I came to school this morning."

Each time Mary asks the question and receives the answer she must announce what someone saw as, "John saw horses as he came to school this morning."

If she fails three times in succession she is "caught" and some one else tries.

After she has announced what five children saw, they may be given another minute to remember something else they saw and the game continue, each child naming something different from what he named before.

NOTES

isn't
not
(ain't)

John and Mary stand in front of room with backs to class and eyes closed. Children take various positions and do various things. One stands by teacher's desk, one goes to window, one writes on board, one studies his spelling, each one doing something he has thought of himself. John and Mary then take turns guessing what the others are doing.

John — "Isn't Helen writing on the board?" Class answers, "Helen isn't writing on the board"; or "Helen is writing on the board."

Mary — "Isn't Jane standing by her seat?" Children answer as before. As few of the guesses will be correct the chances to use "isn't" will be numerous.

Every time John makes a correct guess the child named stands on his side of the room, and when Mary guesses correctly the child named stands on her side.

When the game is finished the one who has the largest number wins.

NOTES

You were.
We were.
We were not.

John and Harry go into the hall and do something which they think the class cannot easily guess. They may shake hands, bow to each other, or walk up and down the hall. They will easily think of something to do.

Mary stands near door with bell and when teacher thinks John and Harry have been out long enough Mary taps bell.

John and Harry come in, stand before class and say, "What were we doing?" All the class who are ready to guess raise their hands. Either John or Harry, as the teacher may decide, designates which child may answer. Child thus designated guesses; as, "You were putting on your hats." John and Harry answer, "We were putting on our hats" or "We were not putting on our hats."

Then another child is allowed to guess; as, "You were brushing your coats." John and Harry answer as before, and the game continues till some one guesses correctly, when he may choose some one and they may go into the hall and the game be played again.

NOTES

I saw.

Children are given a minute to remember what they saw when they went to the circus. If any child has never been to the circus he may just play he has been there and play that he saw something.

When class is ready the first child in the first row tells what he saw; as, "I saw ponies when I went to the circus."

The next child says, "I saw ponies, I saw a bear when I went to the circus."

The third child says, "I saw ponies, I saw a bear, I saw a lion when I went to the circus."

Each child repeats all that has been said before and then adds what he saw, until all have taken part.

NOTES

I shall take. I shall send. Whom shall I take? Whom do you wish to take? Whom shall you send?

Mary, who is to be Mother Goose, leaves room. John stands near door with teacher's bell. Each child chooses some character from "Mother Goose" which he wishes to be. One may be Peter Piper, one Little Bo-Peep, one the Old Woman who lived in a shoe, and if there are not enough names for all, a number may be her children. When all are ready John taps bell.

Mary (Mother Goose) comes in and says, "I am going to the city and I shall take some of my children with me. Whom shall I take?" Class, "Whom do you wish to take?" Mother Goose, "I shall take Little Bo-Peep."

Bo-Peep comes forward, and stands behind Mother Goose.

Mother Goose, "Whom shall I take now?" Class, "Whom do you wish to take?" Mother Goose then chooses another till all are in a line behind her.

Then Mother Goose remembers that something is needed; as, "We have no money to pay our fare." Class, "Whom shall you send for it?" Mother Goose, "I shall send Boy Blue."

Boy Blue goes for the money and so takes his seat. Mother Goose continues sending for things until all are seated.

NOTES

those books,
not
(them books.)

John comes forward. The class is given a minute in which each child selects something about which to think. He must select two or more things of the same kind; as, the books on the table, the pictures on the wall, certain figures on the board, or the trees in the yard. The things selected must all be things in the room or that may be seen from the windows while children are in seats.

When the children have had sufficient time to make their choice, John points with the pointer to some objects, as the books on the table and says, "Who is thinking of those books?" All who have chosen the books answer, "I am thinking of those books."

John then points to some other things, asks his question and is answered as before.

If John points to something of which no one is thinking he is "caught" and soeone else takes his place. Each child, as soon as he has named the objects of which he is thinking chooses something else of which to think.

NOTES

It was I.
It was not I.
Also kinds of sentences.

Mary leaves room. John stands near door with teacher's bell. Teacher sends some child to the board and tells him to write a sentence, specifying what kind it shall be. The child writes his sentence and takes his seat.

John taps bell.

Mary comes in, stands before class and says, speaking to some child, "Kate, was it you who wrote that declarative sentence?" Kate answers, "It was I," or "It was not I."

If Mary has not güessed correctly she repeats her question to another child and is answered as before. Mary may have five guesses, when if she has not guessed correctly she is seated, another child goes into hall and game is played again.

NOTES

I saw.

Teacher divides room into two equal divisions.

Teacher, "We are going to take a journey. Each one may go where he likes and when he returns he may tell me what he saw."

Children close their eyes and think a minute. Teacher, "Now our journey is over and we are at home again."

Children open their eyes and are ready to tell what they saw.

Teacher chooses first one from one division, then one from the other division, to tell what he saw. Each child called upon tells where he went and five things he saw; as, "I went to the beach. I saw boats. I saw fishermen. I saw the wharf. I saw the waves. I saw crabs." Or "I went to Scotland. I saw mountains. I saw trees. I saw ships. I saw snow. I saw rivers."

All those who do this quickly and correctly stand in a row, those from first division on one side and those from the other division on the other side. The side having largest number when game ends wins.

NOTES

teach
learn

John (some child who is able to think for himself), comes forward and stands before class.

Children are given a minute in which to prepare questions. When they are ready John calls on some child who asks John a question: as, "Will you please teach me to read?" John answers, "Yes, I will teach you to read, but you can't learn unless you have a book."

John then calls on others who ask other questions; as, "Will you please teach me to row a boat?" "Will you please teach me to make bread?" 'Will you please teach me to fly?" John answers as before, naming each time the thing needed in learning the thing mentioned. The fun in this is in asking such questions as will make John think to answer them.

NOTES

bust
burst
teach
learn

Before beginning this game for the first time it will be necessary to explain the meaning of "sculptor" and "bust," talk about the various things of which busts and statues are made; as, marble, granite, etc., and to refresh the children's memories in regard to the historical characters with whom they are acquainted.

Several children come forward and, standing in a row play they are sculptors, each one deciding, without making it known, whose bust he will make.

John comes forward and whispers to the teacher the name of the person whose bust he wishes to make. He is not a sculptor and is going to get one of the sculptors to teach him, if he can find one who is making what he wishes to make.

Sculptors face class with their backs to the board. They close their eyes and teacher writes on board the name whispered to her by John, that the class may see it, and then erases it.

John then goes to the first sculptor and says, "What are you going to do?" Sculptor answers, "I am

going to *burst* open this piece of granite and make a *bust* of a great man?"

John, "Will you teach me to make the bust of a great man?" Sculptor, "Yes I will teach you to make a bust of a great man if you wish to learn to make the bust of George Washington."

If Washington is the one John has chosen, he becomes a sculptor; the first sculptor chooses another great man; some one else takes John's place and the game is played again.

If John does not wish to make a bust of Washington, he says, "You cannot teach *me*," and goes to the next sculptor, when the questions and answers are repeated until John finds one who can teach him what he wishes to know.

NOTES

shall

Teacher — "We'll play we are birds. Each one decide what kind of a bird you wish to be."

Children have a few minutes to think.

Then game begins. Teacher asks each child in turn what he is going to be and he gives his answer; as, "I shall be a swallow and I shall build my nest under your eaves." "I shall be a meadow lark and I shall sing you a beautiful song." "I shall be a woodpecker and I shall make my nest in a tree." "I shall be a blackbird and I shall hop on your lawn," etc.

When each child has taken part they say in concert, "Now we shall all fly away and leave nothing here but boys and girls."

NOTES

did

Mary stands before class with eyes closed.

John stands beside her and motions to some child, Ben, to come forward and touch her.

Mary says, "Some one touched me."

John says, "Who did it?"

Mary says, "Nell did it."

Other children may come forward and touch Mary as John points them out. Mary guesses each time who touched her.

Mary may remain standing as long as she guesses correctly, failing five times she may take her seat and another may take her place.

NOTES

saw

Teacher covers her desk with a great variety of objects as, pencils, pens, papers, books, boxes, etc.

The children leave their seats, march round the room, slowly past the desk, but do not stop, then march back to seats.

Then different children stand and tell what they saw; as, "I saw a box. I saw a book. I saw five pencils. I saw two pens, etc."

The child who names the longest list correctly, the teacher keeping account, wins the game.

This may be varied by letting each child have a piece of paper on which he may write his list. This will give practice in oral as well as in written expression. The child who has the longest correct list is the winner.

NOTES

sitting

Mary stands in front of room with back to children, and eyes closed.

Some child, Ben, whom the teacher designates by pointing to him, leaves his seat and sits with some other child.

Ben then says to Mary, "With whom am I sitting?"

Mary answers in this way, "You are sitting with Tom."

If Mary has guessed correctly, the children at seats say, "Ben is sitting with Tom." If not, they say, "Ben is not sitting with Tom."

If Mary has guessed correctly, Ben takes his seat and another child leaves his seat and sits with some one. In this way different children leave their seats and sit with others as long as Mary makes no mistake. If she fails she may have five guesses, then, still failing, she may be seated and another take her place.

NOTES

isn' t
not
(ain't)
whom

Mary comes forward and silently chooses some child of whom she is going to think.

She whispers the name of this child to the teacher.

The children who are ready to guess the name of the person of whom Mary is thinking raise their hands.

Mary selects some child and says to him, "Tom, of whom am I thinking?"

Tom answers, "It is Ruth of whom you are thinking."

If Tom has answered correctly, Mary says, "It is Ruth." If not, "It isn't Ruth."

Mary keeps on asking her question and receiving her answer from different children till some one gives the correct answer. Then she takes her seat and the one who has guessed correctly takes her place and the game continues.

NOTES

shall

I am he. **I am not he.**
I am she. **I am not she.**

Mary stands in front of room with eyes closed and the pointer in her hand.

The other children form a ring around her.

Mary says, "I am a fairy and shall touch John with my wand."

She then touches some child with the pointer.

If the child she touches is the one she has named he says, "I am he," and takes his seat. If not, he says, "I am not he." Then Mary, judging by the voice this time, answers, "Then you are Ben." If she has guessed correctly he says, "I am he," and takes his seat. If not, he says, "I am not he," and Mary takes her seat, allowing some other child to be the fairy.

Mary continues to be the fairy as long as she makes no mistakes.

NOTES

thrown	blown
known	frozen
broken	spoken
taken	smitten
chosen	hidden

etc.

Teacher puts this list of words on the board.

She then divides class into two parts and writes names of the two divisions on the board near list of words.

Then she calls on children from the two divisions alternately to make sentences, using the words in the list and following the order in which they are written.

Every time a child makes a correct sentence the teacher puts a mark in the space allotted to his division.

When the teacher has used all the time she wishes to use in this way she counts the marks of each division and the one which has the most marks wins.

NOTES

have seen
has seen
had seen

John stands in front of room and is the word "seen."

He chooses three other children as, Mary, Ned and Ben, to be his helpers, "have," "has," "had."

They come forward and stand by John.

Another child, Nell, then comes forward and touches one of the three.

John, "seen," is watching her and makes a sentence using with "seen" the helper she has touched; as, "I have seen the bird's nest."

Nell then touches another child and John makes another sentence.

John continues in this way as long as his sentences are correct.

If he fails five times he takes his seat and another child is "seen."

NOTES

set	sits
It is he.	It is not he.
It is she.	It is not she.

Mary comes forward and stands in front of room with her eyes closed.

John comes forward and stands by Mary near teacher's desk, holding in his hand a cup or vase or dish, or something that may be "set" down.

All children in room change seats so that no child is in his own seat or in a seat that has no owner.

John then says, "The boy who sits in Helen's seat may set this cup on the table."

The child so designated comes forward, takes the cup from John and sets it on the table.

Mary then guesses name of child in this way; The boy who sits in Helen's seat and set the cup on the table is Tom."

If she has guessed correctly the children at seats say, "It is he." If not, "It is not he."

In the same way John calls another child; as, "The girl who sits in Nell's seat may set this cup on the table."

Mary guesses as before and so the game continues.

Mary may remain standing as long as she guesses correctly. When she has failed five times she may take her seat, another child may take her place and the game go on as before.

NOTES

may
can

Let John stand near teacher's desk and play he is ruler of the country.

Teacher whispers to John some question about some child, using the word "can"; as, "*Can* Mary spell "window'?" John then speaks to Mary and says, "Mary, *can* you spell 'window'?"

Mary answers, "Yes, I think I *can* spell 'window.'"

John, "Then you *may* spell 'window.'"

Mary spells window.

Then teacher again whispers to John; as, "Can Tom write his name?"

John asks; "Tom, *can* you write your name?"

Tom answers; 'Yes, I *can* write my name."

John: "Then you *may* write your name."

Tom writes name on board.

The game continues in this way as long as the teacher desires.

She should be careful to ask about things that can be quickly and easily done and that will be of interest to the children; as, "*Can* Ned sit up straight? "*Can* Nell sing a little song?" "*Can* Maud tell a little story?" etc.

NOTES

has rung
not
(has rang)

John leaves room and stands near door in hall.

Five children come forward and each in turn rings teacher's bell so that John may hear it.

They then take their seats and some child goes to door and tells John to come in.

Children at seats say in concert to John, "Who has rung the bell?"

John answers in this way, naming five children; "Ned has rung the bell. Ben has rung the bell. Tom has rung the bell. Ruth has rung the bell. Grace has rung the bell."

When John has finished, those he has named correctly may each stand and say, "I have rung the bell."

If all five of John's guesses have been correct he may go into the hall again, five other children may ring the bell and John may guess again.

If he has guessed only part of them correctly he may guess again till he has had five guesses, being answered as before.

If in five guesses he fails to name them all, he then takes his seat, some one else goes into hall and the game is played again.

NOTES

lying

John leaves room and stands near door in hall.

Mary stands near door with teacher's bell.

Ben takes something belonging to teacher, as her pitch pipe, and hides it by laying it somewhere. He then takes his seat.

Mary rings bell.

John comes in and stands before class.

Children at seats say in concert, "Where is Miss Brown's pitchpipe lying?"

John answers, "It is lying on Nell's desk."

If John has guessed correctly the children at seats say, "It *is* lying on Nell's desk." If not, "It is *not* lying on Nell's desk."

If John's guess was correct he goes into the hall, and the pencil is hidden again.

If he fails he may continue guessing till he has had five guesses, when if he still fails he takes his seat and another takes his place.

In games of this kind the children enjoy telling John when he is "warm" as they call it, or when his guess is nearly correct.

NOTES

good
well

John stands in front of room and plays he keeps an employment agency.

The other children are people who wish to do some work.

Each child decides what kind of work he can do.

When they have decided they raise their hands and John calls on different ones; as, "Mary, what can you do well?"

Mary answers, "I am a good writer and I can write well."

John says, "I know a man who wants a good writer who can write well."

He then speaks to another child; as, "Ned what can you do well?"

Ned answers, "I am a good tailor, and I can sew well."

John answers as before.

He then continues calling on different children and receiving various answers; as, "I am a good cook and I can cook well," "I am a good blacksmith, etc.," "I am a good baker," "I am a good talker," "I am a good painter," "I am a good carpenter," I am a good singer," etc.

NOTES

chosen
whom
than he **than she**
not
than him **than her**

John stands in front of room with eyes closed.

Teacher motions some child (Ben) to come and stand beside John.

A third child (Tom) then comes forward to ask John questions.

Tom asks, "Whom has Miss Brown chosen to stand beside you?"

John answers by asking a question; as, "Am I taller than he?"

Children at seats answer in concert," "You are taller than he," or "You are not taller than he."

Then John guesses the name of the child; as, "Miss Brown has chosen Ned to stand beside me."

The children at seats again answer; as, "Miss Brown has chosen Ned to stand beside you," or "Miss Brown has not chosen Ned," etc.

If John has guessed correctly Ben takes his seat, another child is chosen to stand by John, Tom repeats the question and John answers by asking a question as before.

NOTES

Children in seats answer and so the game continues.

John may continue standing as long as he guesses correctly, new children taking the place of those he has guessed each time.

If he does not guess correctly he may have five guesses, when, if he still fails, some other child takes his place.

The children will think of many questions; as, "Am I bigger than he?" "Am I smaller than he?" "Am I larger than he?" "Do I live nearer than he?" "Am I in a higher grade than he?" "Can I jump higher than he?" etc.

NOTES

lay, past form of lie.

Before beginning this game let some child stand on a chair and cover the face of the clock with a cloth.

John comes forward and lies down on the floor. The teacher consults her watch while John lies there a few minutes.

Then John takes his seat and each child is given the opportunity to guess once or twice, as the teacher sees fit, how long John lay on the floor.

They must give their guesses in this way; "I think John lay on the floor two minutes." "I think John lay on the floor one and a half minutes." "I think John lay on the floor ten seconds," etc.

The one whose guess is nearest right wins the game.

This game may be varied by allowing John to lay something, as a book, on the table instead of lying on the floor himself.

He may let the object lie there a short time, then remove it.

The children may guess in this way; "I think the book that John laid on the table lay there two minutes," etc.

NOTES

chimney	library	dew
February	window	new
poem	surprise	news
poet	old	newspaper
squirrel	Tuesday	violets

and others

Keep this list of commonly mispronounced words on the board.

Have near it a place for the names of the different classes.

When there are a few spare moments let some child go to the board and pronounce the whole list.

If he makes no mistake put down a mark in the space belonging to his class.

Continue this for a month, being careful to give each class an equal chance.

At the end of the month, count the marks and so decide which class wins.

The children become intensely interested in this and will often copy the list, take it home and practice on it there.

They will also watch each other when the words come in the reading.

NOTES

sit
sat

Mary leaves room and stands in hall near door.

John stands near door with teacher's bell.

Nell leaves her seat and sits in three different seats while all the other children stand.

Nell then takes her seat, the other children are seated, John taps bell and Mary comes into the room.

Nell says to Mary, "In whose seats did I sit?"

Mary guesses in this way; "You sat in Jane's seat. You sat in Ruth's seat. You sat in Tom's seat."

If Mary has guessed any of them correctly Nell tells her so in this way; "I sat in Jane's seat. I sat in Tom's seat. I did not sit in Ruth's seat."

If Mary has guessed them all correctly, Nell answers her, then Mary may leave room again and the game continue.

If Mary has *not* guessed them *all* correctly, Nell answers her and then Mary takes her seat, allowing some one else to go into the hall.

NOTES

may	can
teach	learn
good	well
bust	burst
sit	set
lay	laid and others

Teacher puts a list of these words on the board.

It is well to keep this list on the board and use this game frequently.

John comes forward, stands beside the list and is a lion.

The children at seats are mice.

John says, pointing to the list of words, "I am a lion and I am bound by this rope. I wish some mouse would gnaw the rope for me. Mary, will you help me?"

Mary comes forward and makes a sentence, using the first word. If her sentence is correct, the teacher being the judge, she erases the word, and continues making sentences and erasing words as long as her sentences are correct.

If she makes a mistake she asks some other mouse to come and help her.

This mouse continues making sentences as long as she makes no mistake.

If she makes a mistake a third mouse is called, and so on till all the words are erased, then the lion is free.

The children enjoy seeing how many mice it takes to free the lion.

NOTES

sit
you and me
Whom do you want?
Whom shall I send home?

Teacher signifies that she wishes John to come to her.

She then whispers to John to bring Ben to her.

John goes to Ben and says, "Miss B, wants you and me."

John brings Ben to teacher and Ben asks, "Whom do you want now?"

Teacher whispers another name to Ben, who goes to Ned and says, "Miss B wants you and me."

Ben comes up and repeats the question.

The game continues in this way till several children are standing in a row in front of the room.

John then says to teacher. "Whom shall I send home now?"

Teacher whispers a name to John.

John goes to child named and says, "You may sit down."

The child takes his seat.

John repeats the question to teacher, she whispers another name, and John tells that child to be seated.

The game continues in this way till all are seated but John. Then all the children in room say to John, "*Now you* may sit down."

NOTES

lying

Mary leaves room and stands in hall near door.

John stands near door with bell.

Then teacher and children lay a number of things, as books, pencils, etc., on their desks.

Then they decide which of these things they are going to think of.

John taps bell.

Mary comes in and children ask, "Of what are we thinking?"

Mary answers in this way: "You are thinking of the papers lying on Nell's desk."

Class answer in concert, "We are thinking of the papers lying on Nell's desk," or "We are not thinking, etc."

If Mary has guessed correctly she may leave the room, something else be chosen and the game played again.

If she has not guessed correctly she may guess again, being answered as before.

Failing five times she may be seated and some one else may try.

NOTES

lie
laid
lay (present form)
lay (past of lie)

John comes forward and stands before class with eyes closed.

Mary and Ben come forward. Mary lays something on the table, as a book.

Ben picks it up.

Mary then says to John, "What did I lay on the table and how long did it lie there?"

John answers; as, "You laid a book on the table and it lay there till Ben picked it up."

If John has guessed the name of the article, Mary lays something else on the table and repeats her question to John.

John continues standing as long as he guesses correctly.

When he fails he takes his seat and another child takes his place.

NOTES

like
love

Divide class into two divisions, allowing them to stand along the sides of the room as in an old-fashioned spelling match.

Let one division use "like," the other "love."

First child in first division makes a sentence containing the word given to that division; as, "I like candy."

First child in second division makes a sentence, using the word given to his division; as, "I love my mother."

Then second child in first division makes his sentence, etc.

Each child who makes a mistake takes his seat.

When game is finished, the division that has largest number standing is the winner.

NOTES

sat

Several children, three or four, come forward and stand in front facing class.

Teacher taps bell.

Children at seats rise and walk slowly around the room, the teacher having specified some certain line of march.

Teacher taps bell again and all the children are seated each in the seat nearest where he stands.

They remain seated a moment.

Teacher taps bell.

Children rise and march back to their own seats.

Then the children standing in the front of room, beginning with No. 1, tell where the different children sat; as, "John sat in Mary's seat." "Harry sat in Joe's seat." "Maud sat in Nell's seat," etc. In this way she tells where as many sat as she can remember.

As she calls the different names the children named stand and answer her; as, "I sat in Mary's seat," and remain standing till she has finished.

If she has made any mistakes the children about whom she made the mistakes do not stand.

Then they are seated, the teacher keeping account of the number who stood.

Then No. 2 sees how many she can remember, and is answered in the same way.

Next No. 3 tries, and so on till all those standing in front have tried.

The one who remembers the most names wins the game.

While No. 1 is trying, No. 2, No. 3, etc., turn their backs to the class, otherwise they will have the advantage of No. 1.

NOTES